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OCCUPATIONAL SURVEY REPORT

EDUCATION AND TRAINING

AFSC 3S2X1

OSSN 2294

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OCCUPATIONAL ANALYSIS PROGRAM
AIR FORCE OCCUPATIONAL MEASUREMENT SQUADRON
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DISTRIBUTION FOR AFSC 3S2X1 OSR

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TABLE OF CONTENTS

	<u>PAGE NUMBER</u>
PREFACE	viii
SUMMARY OF RESULTS	x
INTRODUCTION	1
Background	1
SURVEY METHODOLOGY	2
Inventory Development	2
Survey Administration	2
Survey Sample	3
Task Factor Administration	6
SPECIALTY JOBS (Career Ladder Structure)	11
Structure Overview	11
Job Descriptions	12
Comparison to Previous Study	17
ANALYSIS OF CAREER LADDER PROGRESSION	21
Active Duty	21
National Guard	32
Reserve	40
Summary	40
TRAINING ANALYSIS	48
First-Enlistment Personnel	48
Training Emphasis (TE) and Task Difficulty (TD) Data	48
Specialty Training Standard (STS)	49
JOB SATISFACTION ANALYSIS	55
IMPLICATIONS	60

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TABLE OF CONTENTS
(Tables, Figures, Appendices)

	<u>PAGE NUMBER</u>
TABLE 1 COMMAND REPRESENTATION OF AFSC 3S2X1 SURVEY SAMPLE.....	4
TABLE 2 PAYGRADE REPRESENTATION OF AFSC 3S2X1 SURVEY SAMPLE.....	5
TABLE 3 SELECTED BACKGROUND DATA FOR 3S2X1 CAREER LADDER JOBS	7-8
TABLE 4 PERCENT TIME SPENT ON DUTY BY JOB	9-10
TABLE 5 COMPARISON OF CURRENT JOBS TO 1990 AND 1992 SURVEY JOBS.....	20
TABLE 6 DISTRIBUTION OF ACTIVE DUTY GROUP MEMBERS ACROSS CAREER LADDER JOB GROUPS (PERCENT IN JOB)	23
TABLE 7 AVERAGE TIME SPENT ON DUTIES BY ACTIVE DUTY DAFSC GROUPS (PERCENT TIME SPENT)	24
TABLE 8 REPRESENTATIVE TASKS PERFORMED BY ACTIVE DUTY DAFSC 3S231 PERSONNEL	25
TABLE 9 REPRESENTATIVE TASKS PERFORMED BY ACTIVE DUTY DAFSC 3S251 PERSONNEL	26
TABLE 10 TASK WHICH BEST DIFFERENTIATE BETWEEN ACTIVE DUTY DAFSC 3S231 AND DAFSC 3S251 PERSONNEL (PERCENT MEMBERS PERFORMING)	27
TABLE 11 REPRESENTATIVE TASKS PERFORMED BY ACTIVE DUTY DAFSC 3S271 PERSONNEL	28
TABLE 12 TASKS WHICH BEST DIFFERENTIATE BETWEEN ACTIVE DUTY DAFSC 3S251 AND DAFSC 3S271 PERSONNEL (PERCENT MEMBERS PERFORMING)	29
TABLE 13 REPRESENTATIVE TASKS PERFORMED BY ACTIVE DUTY DAFSC 3S291/00 PERSONNEL	30
TABLE 14 TASKS WHICH BEST DIFFERENTIATE BETWEEN ACTIVE DUTY DAFSC 3S271 AND DAFSC 3S291/00 PERSONNEL (PERCENT MEMBERS PERFORMING)	31
TABLE 15 DISTRIBUTION OF NATIONAL GUARD GROUP MEMBERS ACROSS CAREER LADDER JOB GROUPS (PERCENT IN JOB)	33
TABLE 16 AVERAGE TIME SPENT ON DUTIES BY NATIONAL GUARD DAFSC GROUPS (PERCENT TIME SPENT).....	34
TABLE 17 REPRESENTATIVE TASKS PERFORMED BY NATIONAL GUARD DAFSC 3S251 PERSONNEL	35

TABLE OF CONTENTS (CONTINUED)

(Tables, Figures, Appendices)

	<u>PAGE NUMBER</u>
TABLE 18 REPRESENTATIVE TASKS PERFORMED BY NATIONAL GUARD DAFSC 3S271 PERSONNEL	36
TABLE 19 TASKS WHICH BEST DIFFERENTIATE BETWEEN NATIONAL GUARD DAFSC 3S251 AND DAFSC 3S271 PERSONNEL (PERCENT MEMBERS PERFORMING)	37
TABLE 20 REPRESENTATIVE TASKS PERFORMED BY NATIONAL GUARD DAFSC 3S291 PERSONNEL	38
TABLE 21 TASKS WHICH BEST DIFFERENTIATE BETWEEN NATIONAL GUARD DAFSC 3S271 AND DAFSC 3S291 PERSONNEL (PERCENT MEMBERS PERFORMING)	39
TABLE 22 DISTRIBUTION OF RESERVE GROUP MEMBERS ACROSS CAREER LADDER JOB GROUPS (PERCENT IN JOB)	41
TABLE 23 AVERAGE TIME SPENT ON DUTIES BY RESERVE DAFSC GROUPS (PERCENT TIME SPENT)	42
TABLE 24 REPRESENTATIVE TASKS PERFORMED BY RESERVE DAFSC 3S251 PERSONNEL	43
TABLE 25 REPRESENTATIVE TASKS PERFORMED BY RESERVE DAFSC 3S271 PERSONNEL	44
TABLE 26 TASKS WHICH BEST DIFFERENTIATE BETWEEN RESERVE DAFSC 3S251 AND DAFSC 3S271 PERSONNEL (PERCENT MEMBERS PERFORMING)	45
TABLE 27 REPRESENTATIVE TASKS PERFORMED BY RESERVE DAFSC 3S291 PERSONNEL	46
TABLE 28 TASKS WHICH BEST DIFFERENTIATE BETWEEN RESERVE DAFSC 3S271 AND DAFSC 3S291 PERSONNEL (PERCENT MEMBERS PERFORMING).....	47
TABLE 29 REPRESENTATIVE TASKS PERFORMED BY FIRST-ASSIGNMENT PERSONNEL	51
TABLE 30 TASKS RATED HIGHEST IN TASK DIFFICULTY (TD).....	52
TABLE 31 EXAMPLE STS PERFORMANCE ELEMENTS REFLECTING LOW PERCENT MEMBERS PERFORMING TASKS (LESS THAN 20 PERCENT MEMBERS PERFORMING)	53
TABLE 32 EXAMPLE TASKS WITH MORE THAN 20 PERCENT MEMBERS PERFORMING NOT MATCHED TO STS ELEMENTS.....	54

TABLE OF CONTENTS (CONTINUED)
(Tables, Figures, Appendices)

	<u>PAGE NUMBER</u>
TABLE 33 COMPARISON OF JOB SATISFACTION INDICATORS FOR AFSC 3S2X1 AND COMPARATIVE SAMPLE GROUP (PERCENT MEMBERS RESPONDING).....	56
TABLE 34 COMPARISON OF JOB SATISFACTION DATA FOR CLUSTERS AND JOB TYPES (PERCENT MEMBERS RESPONDING)	57-58
TABLE 35 COMPARISON OF JOB SATISFACTION DATA FOR AFSC 3S2X1 ACTIVE DUTY, NATIONAL GUARD, AND RESERVE GROUPS (PERCENT MEMBERS RESPONDING).....	59
 FIGURE 1 CAREER LADDER STRUCTURE.....	 19
FIGURE 2 FIRST-ASSIGNMENT JOB DISTRIBUTION.....	50
APPENDIX A SELECTED REPRESENTATIVE TASKS PERFORMED BY MEMBERS OF CAREER LADDER JOBS	61

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PREFACE

This report presents the results of an Air Force Occupational Survey of the Education and Training career ladder, Air Force Specialty Code (AFSC) 3S2X1. Authority for conducting occupational surveys is contained in AFI 36-2623. Copies of this report and pertinent computer printouts are distributed to the Air Force Functional Manager, the operations training location, all major using commands, and other interested operations and training officials.

The survey instrument was developed by Chief Master Sergeant Lionel Robertson, Inventory Development Specialist, with computer programming support from Mrs. Jeanie C. Guesman. Mr. Richard G. Ramos provided administrative support. Second Lieutenant David A. Huber, Occupational Analyst, analyzed the data and wrote the final report. This report has been reviewed and approved by Lieutenant Colonel Roger W. Barnes, Chief, Airmen Analysis Section, Occupational Analysis Flight, Air Force Occupational Measurement Squadron (AFOMS).

Additional copies of this report can be obtained by writing to AFOMS/OMYXI, 1550 5th Street East, Randolph AFB Texas 78150-4449, or by calling DSN 487-5543. For information on the Air Force occupational survey process or other on-going projects, visit our web site at <http://www.omsq.af.mil>.

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SUMMARY OF RESULTS

1. **Survey Coverage**: Survey results are based on responses from 1,902 Education and Training personnel. This represents 57 percent of the total assigned AFSC 3S2X1 population. Incumbents were surveyed across all the major commands. Active Duty, National Guard, and Reserve personnel are included in this survey. The sample includes personnel from the 3-, 5-, 7-, 9-, and 00-skill levels.
2. **Specialty Jobs**: Five jobs and three clusters were identified in the career ladder structure analysis. The Unit Training Manager Job, as well as four other jobs and clusters, involves the day-to-day technical responsibilities of the specialty. The remaining three clusters and jobs can be categorized as staff, training, or support functions.
3. **Career Ladder Progression**: Distinctions between skill level groups are evident, with personnel at the 3- and 5-skill levels spending the vast majority of their job time performing technical tasks across a number of different jobs. At the 7-skill level, the shift towards supervisory tasks becomes clear. The 9-/00-skill level positions are almost solely supervisory in nature.
4. **Training Analysis**: The AFSC 3S2X1 Specialty Training Standard (STS) document was generally supported by survey data. There were a few STS elements requiring review by experienced subject-matter experts for possible deletion or revision.
5. **Job Satisfaction Analysis**: Group incumbents indicate high job satisfaction across the career ladder. Job satisfaction is consistent with similar command support AFSCs. These relatively high job satisfaction ratings imply members perceive they are well trained and are applying their training to appropriate jobs within the career ladder.
6. **Implications**: Survey data for AFSC 3S2X1 reflect a well-functioning career ladder. The career ladder structure is similar to that found in previous OSRs; the career ladder has remained stable over time. Career ladder managers should review information contained in this survey report for possible use in future utilization and training decisions.

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**OCCUPATIONAL SURVEY REPORT (OSR)
EDUCATION AND TRAINING CAREER LADDER
(AFSC 3S2X1)**

INTRODUCTION

This report presents the results of an occupational survey of the Education and Training (E&T) career ladder completed by the Occupational Analysis Flight, Air Force Occupational Measurement Squadron (AFOMS), in May 1998. This survey was conducted as part of a 5-year survey cycle. The previous surveys were completed in June 1990 (Education) and 1992 (Training Systems), and reported on AFSCs 751X0 and 751X1, respectively.

Background

The AFSC 3S2X1 OSR can assist operational training personnel in updating their training programs and evaluating the current classification structure. The need for specialized training for certain major command (MAJCOM) or skill-level groups can be determined through interpretation of the data.

According to AFMAN 36-2108 *Specialty Description* for AFSC 3S2X1, effective 31 October 1997, E&T personnel conduct: E&T tasks for maintenance, operations, and support training; education services; curriculum development; and instructor activities. Members also develop, deliver, and evaluate E&T programs and oversee E&T activities. For members entering the AFSC 3S2X1 career ladder, a minimum score of 42 (general) on the Armed Forces Vocational Aptitude Test Battery is required. Members must have completed high school or the general educational equivalent. A strength factor of "G" is required (40 lbs lift) for entry into this specialty. Furthermore, because this career ladder is lateral, entry requires prior qualification in any AFSC at the 5-skill level or higher.

The current AFSC 3S2X1 operational school is located at Sheppard AFB TX. The J3ALR3S231-000 E&T Apprentice course is 10 weeks long. The course includes instruction in the development of workcenter training programs, training program administration and management, use and interpretation of the Core Automated Maintenance System, the Personnel Data System, automated products, maintenance training functions, and the education program functions.

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The E&T Craftsman course (J3ACR3S271) is 10 academic days long (also located at Sheppard AFB TX). This course provides instruction in administration and management functions of a workcenter, conducting external analysis of E&T programs, evaluating the instruction of training courses, training E&T personnel, and responsibilities of an OPR for Enlisted Specialty Training.

SURVEY METHODOLOGY

Inventory Development

Data for this survey were collected by administering USAF Job Inventory (JI) OSSN 2294, dated September 1997. During the initial inventory development, 61 subject-matter experts (SMEs) from 8 operational bases and 1 training unit were interviewed. The developer reviewed pertinent career ladder documents, the previous inventory, and the previous OSR to prepare a task list. Bases visited during the development included:

<u>BASE</u>	<u>UNIT</u>	<u>REASON FOR VISIT</u>
Sheppard AFB TX	82 TRSS/TTF	Operational training base
Wright-Patterson AFB OH	88 MSS/DPEE	Field validation
Langley AFB VA	1 MSS/DPMAT	Field validation
Luke AFB AZ	56 MSS/DPMAT	Field validation
Travis AFB CA	60 MSS/DPMAT	Field validation
NAS Fort Worth JRB TX	301 MSS/DPMA	Reserve installation
Peterson AFB CO	21 MSS/DPMAT	Field validation
Buckley ANGB CO	140 MSS/CETO	Guard installation
Randolph AFB TX	AFOMS	Field validation

The resulting JI lists 430 tasks, grouped into 8 duty categories. The inventory also contains a number of background questions relating to duty AFSC (DAFSC), time in present job, total active military service, work area assigned, job title, additional duties, and job satisfaction information.

Survey Administration

From September 1997 through January 1998, the inventory disks were administered to personnel eligible for the survey. Base training offices located worldwide gave survey booklets to AFSC 3S2X1 personnel with DAFSCs of 3S231, 3S251, 3S271, 3S291, and 3S200. The respondents were picked from a computer-generated mailing list from the Air Force Personnel

Center. Personnel not considered eligible to take part in the survey were those in transition to a permanent change of station, those retiring at the time of the survey, those hospitalized, and those who had not been in their present job for a period of 6 weeks.

All eligible members who completed an inventory disk first completed an identification and background information section. Next, personnel went through the disk and checked all tasks performed on their present job. After checking the performed tasks, they then rated the tasks on a scale from 1-9 based on the relative amount of time they spent on that task compared to all others. A rating of 1 indicated a very small amount of time was spent and a rating of 9 indicated a large amount of time was spent on the task. To determine relative time spent on each task checked by a respondent, the sum of the ratings was assumed to account for 100 percent of his time on the job. All members' responses were added, then each rating was divided by the sum of all responses. Then, this quotient was multiplied by 100 to get the relative percent time spent for each task. This procedure allowed a comparison of percent members performing and relative percent time spent on tasks and groups of tasks.

Survey Sample

The JI booklets mailed to participants in the survey were monitored to ensure the final survey sample would be representative of MAJCOM and paygrade groups. Table 1 lists the percentage distribution by MAJCOM of assigned personnel in the career ladder as of September 1997. Also shown in Table 1 is the percentage distribution by MAJCOM of the final population. Table 2 shows the survey sample representation across paygrades. These tables show that representation by MAJCOM and paygrade indicates the sample is a true representation of the career ladder population. The 1,902 respondents included in the survey are from all 3 component groups (Active Duty, National Guard, and Reserve) and represent 57 percent of the total 3,363 AFSC 3S2X1 personnel assigned to the career ladder (as of September 1997).

TABLE 1

COMMAND REPRESENTATION OF AFSC 3S2X1 SURVEY SAMPLE

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED*</u>	<u>PERCENT OF SAMPLE</u>
ACC	14	18
AETC	10	14
AFMC	5	6
AFRC	16	14
AFSOC	2	1
AMC	7	9
ANG	32	20
PACAF	4	5
USAFE	4	4
OTHER	6	9

TOTAL ASSIGNED - 3,363

TOTAL NUMBER ELIGIBLE - 3,139

TOTAL IN SAMPLE - 1,902

PERCENT OF ASSIGNED - 57%

PERCENT OF ELIGIBLE - 61%

*As of September 1997

NOTE: AFSC 3S2X1 personnel not eligible for survey include those members with discharge, retirement, PCS, or hospital status, and those having less than 6 weeks in their present job

TABLE 2
PAYGRADE REPRESENTATION OF AFSC 3S2X1 SURVEY SAMPLE

<u>PAYGRADE</u>	<u>PERCENT OF ASSIGNED*</u>	<u>PERCENT OF SAMPLE</u>
E-1 through E-3	less than 1 percent	0
E-4	11	13
E-5	25	28
E-6	29	29
E-7	28	24
E-8	5	5
E-9	1	1

*As of September 1997

Task Factor Administration

Job descriptions alone do not provide sufficient data for making decisions about career ladder documents or training programs. Task factor information is needed for a complete analysis of the career ladder. To obtain the needed task factor data, selected senior AFSC 3S2X1 personnel (generally E-6 or E-7 craftsmen) also completed a second disk for either Training Emphasis (TE) or Task Difficulty (TD). These disks were processed separately from the job inventories. This information is used in a number of different analyses discussed in more detail in the report.

Training Emphasis: TE is a rating of the amount of emphasis that should be placed on tasks in entry level training. The 80 senior AFSC 3S2X1 NCOs who completed disks were asked to select tasks they felt should be taught to entry level personnel in some sort of structured training and then indicate how much training emphasis these tasks should receive, from 1 (extremely low emphasis) to 9 (extremely high emphasis). Structured training is defined as training provided at resident technical schools, field training detachments, mobile training teams, formal on the job training (OJT), or any other organized training method. In this survey, the multiple NCO raters had a high variance of responses. Due to the wide range of ratings, statistical reliability could not be attained. As such, TE data was not used in this survey.

Task Difficulty: TD is an estimate of the amount of time needed to learn how to do each task satisfactorily. The 74 senior NCOs who completed TD disks were asked to rate the difficulty of each task using a 9-point scale (extremely low to extremely high). Interrater reliability was high. Ratings were standardized so tasks have an average difficulty of 5.00 and a standard deviation of 1.00. Any task with a TD rating of 6.00 or above is considered difficult to learn.

TABLE 3

SELECTED BACKGROUND DATA FOR 3S2X1 CAREER LADDER JOBS

	BASE TRAINING MANAGER <u>JOB</u>	UNIT TRAINING MANAGER <u>JOB</u>	MANAGER <u>CLUSTER</u>	MAINTENANCE TRAINER <u>JOB</u>
NUMBER IN GROUP	62	1302	111	26
PERCENT OF TOTAL SAMPLE	3%	68%	6%	1%
PERCENT CONUS	83%	84%	73%	81%
DAFSC DISTRIBUTION				
3S231	15%	5%	0%	27%
3S251	44%	36%	2%	58%
3S271	37%	56%	58%	15%
3S291/00	5%	4%	40%	0%
COMPONENT STATUS				
ACTIVE DUTY	79%	60%	90%	100%
NATIONAL GUARD	18%	23%	5%	0%
RESERVE	3%	17%	5%	0%
PREDOMINATE PAYGRADES	E-4 and E-5	E-5 through E-7	E-7 and E-8	E-4 and E-5
AVERAGE MONTHS IN CAREER FIELD*	49	74	131	49
PERCENT IN FIRST ASSIGNMENT*	64%	45%	22%	59%
AVERAGE NUMBER TASKS PERFORMED	51	118	107	23
PERCENT SUPERVISING	31%	33%	95%	27%

* Average months in career field and first-assignment (1-48 months TICF) data report on Active Duty only

TABLE 3 (CONTINUED)

SELECTED BACKGROUND DATA FOR 3S2X1 CAREER LADDER JOBS

	INSTRUCTIONAL		EDUCATIONAL		TASK	
	SYSTEMS DEVELOPMENT CLUSTER		SERVICES CLUSTER		SUPPLY JOB	ANALYSIS JOB
NUMBER IN GROUP	85		136		6	5
PERCENT OF TOTAL SAMPLE	4%		7%		less than 1%	less than 1%
PERCENT CONUS	91%		80%		83%	100%
DAFSC DISTRIBUTION						
3S231	4%		5%		0%	0%
3S251	27%		35%		17%	0%
3S271	65%		57%		83%	100%
3S291/00	5%		4%		0%	0%
COMPONENT STATUS						
ACTIVE DUTY	98%		66%		100%	100%
NATIONAL GUARD	1%		22%		0%	0%
RESERVE	1%		12%		0%	0%
PREDOMINATE PAYGRADES	E-5 through E-7		E-4 through E-7		E-5 and E-6	E-6 and E-7
AVERAGE MONTHS IN CAREER FIELD*	101		72		79	133
PERCENT IN FIRST ENLISTMENT*	30%		45%		51%	0%
AVERAGE NUMBER TASKS PERFORMED	96		50		32	13
PERCENT SUPERVISING	35%		37%		0%	40%

* Average months in career field and first-assignment (1-48 months TICF) data report on Active Duty only

TABLE 4

PERCENT TIME SPENT ON DUTY BY JOB*

	BASE TRAINING MANAGER JOB (N=62)	UNIT TRAINING MANAGER JOB (N=1,302)	MANAGER CLUSTER (N=111)	MAINT TRAINER JOB (N=26)
A Base Training Manager Activities	44	12	9	3
B Maintenance Training Activities	less than 1%	1	2	38
C Instructional Systems Development (ISD) Activities	1	5	7	less than 1%
D Unit and General Training Program Activities	41	63	27	53
E Education Services Activities	2	5	2	less than 1%
F Management and Supervisory Activities	8	10	46	3
G General Administrative Activities	4	3	5	3
H General Supply and Equipment Activities	1	1	2	less than 1%

* Columns may not add to 100 percent due to rounding

TABLE 4 (CONTINUED)

PERCENT TIME SPENT ON DUTY BY JOB*

	INSTRUCTIONAL SYSTEMS DEVELOPMENT CLUSTER (N=85)	EDUCATIONAL SERVICES CLUSTER (N=136)	SUPPLY JOB (N=6)	TASK ANALYSIS JOB (N=5)
A Base Training Manager Activities	2	3	1	less than 1%
B Maintenance Training Activities	1	less than 1%	1	0
C Instructional Systems Development (ISD) Activities	63	1	8	45
D Unit and General Training Program Activities	22	9	12	47
E Education Services Activities	1	72	5	0
F Management and Supervisory Activities	8	9	16	3
G General Administrative Activities	2	2	5	4
H General Supply and Equipment Activities	2	3	52	0

* Columns may not add to 100 percent due to rounding

SPECIALTY JOBS (Career Ladder Structure)

The first step in the analysis process is to identify the structure of the career ladder in terms of the jobs performed by respondents. Comprehensive Occupational Data Analysis Programs assist by creating an individual job description for each respondent based on the tasks performed and relative amount of time spent on those tasks. A hierarchical clustering program compares all the individual job descriptions, locates those with the most similar tasks performed and time spent on tasks, and combines them to form a group in the clustering sequence. The computer program then finds all other individuals that are similar and adds them to the group. The program continues until all members of the survey are grouped. The result is a pattern of jobs that makes the AFSC 3S2X1 career ladder.

The basic group used in the hierarchical clustering process is the Job. When two or more jobs have a substantial degree of similarity in tasks performed and time spent performing tasks, they are grouped together and identified as a Cluster. The structure of the career ladder is then defined in terms of jobs and clusters of jobs.

Structure Overview

In this survey, five jobs and three clusters were identified. These are listed and the descriptions of each are provided. The stage number (ST) beside each job title is a computer-generated code number, and the letter N within parentheses corresponds to the number of personnel in each group.

- I. BASE TRAINING MANAGER JOB (ST137, N=62)
- II. UNIT TRAINING MANAGER JOB (ST104, N=1,302)
- III. MANAGER CLUSTER (ST111, N=111)
- IV. MAINTENANCE TRAINER JOB (ST301, N=26)
- V. INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CLUSTER (ST091, N=85)
- VI. EDUCATIONAL SERVICES CLUSTER (ST069, N=136)
- VII. SUPPLY JOB (ST110, N=6)
- VIII. TASK ANALYSIS JOB (ST162, N=5)

The AFSC 3S2X1 personnel forming these jobs and clusters account for 91 percent of the survey sample (see Figure 1). The remaining 9 percent are listed as "not grouped." These 169 personnel perform sets of tasks that differ from those tasks performed by the identified groups. Examples of job titles identified by these survey respondents include job site training point of contact, computer based instructor, and training liaison. Because of the differences in tasks performed, these personnel could not be grouped into any identifiable job.

Two tables in this section provide background information about the jobs and clusters mentioned. Table 3 displays background information, such as DAFSC distributions across each group, average time in career field (TICF), average number of tasks performed, and the percentage of group members currently supervising others. The data in Table 4 detail the relative amount of time spent across each of the eight duties for the identified groups. Also included in this report is an Appendix A, listing tasks performed by members in each of the job groups identified.

Job Descriptions

I. BASE TRAINING MANAGER JOB (ST137, N=62). The 62 members (3 percent of the survey population) of this job are identified by their specialization in Duty A, *Performing Base Training Manager Activities* (see Table 4). These personnel spend 44 percent of their job time performing tasks in Duty A, over 4 times more than any other job group. Tasks performed by these group incumbents are primarily technical in nature as members issue, safeguard, and forward career development course (CDC) examinations. Representative tasks performed by these personnel include:

- contact Extension Course Institute (ECI) concerning CDC enrollment problems
- forward CDC examination results
- administer career development course (CDC) examinations
- destroy CDC examination materials
- forward CDC examinations to gaining test officials
- secure CDC examination materials
- maintain test control or receipt logs

These 62 members average 51 tasks performed during their duty time. Average TICF for these group members is 4 years and 1 month. The predominate paygrades for members of this job are E-4 and E-5. Only 31 percent of all members of this group are supervising others (see Table 3). Twenty-one percent of these group members are Air Force Reserve Forces (National Guard and Reserve).

II. UNIT TRAINING MANAGER JOB (ST104, N=1,302). The Unit Training Manager Job includes 1,302 members, 68 percent of the survey population. Members in the Unit Training Manager Job perform the core job of the AFSC 3S2X1 career ladder. These members perform E&T tasks at the unit level, spending 62 percent of their duty time performing tasks in Duty D, *Unit and General Training Program Activities*, the most of any job group (see Table 4). Common tasks performed by members of this group include:

- conduct training meetings
- process CDC enrollments
- process CDC extension requests
- process CDC examination requests
- schedule training meetings
- conduct training briefings
- process CDC cancellations

Because of the broad scope of their job, these members perform an average of 118 tasks, the most of any identified job group. These members are largely in the paygrades of E-5 through E-7 and average 6 years and 2 months TICF. Only 33 percent of all members are currently supervising others (see Table 3). Forty percent of this job group consists of National Guard and Reserve personnel (23 percent and 17 percent, respectively).

III. MANAGER CLUSTER (ST111, N=111). As with most specialties, there are nontechnical jobs performed by senior-level personnel. The 111 members (representing 6 percent of the survey population) of the Manager Cluster spend 46 percent of their duty time performing management and supervisory activities, nearly 3 times more than any other group (see Table 4). Members of this cluster are identified by their specialization in managerial tasks and performance of few technical tasks. Personnel in the Manager Cluster are found overseeing the work of their subordinates and assigning those persons to work stations. Representative tasks performed by members of the Manager Cluster include:

- write recommendations for awards or decorations
- supervise military personnel
- write performance reports or supervisory appraisals
- conduct supervisory performance feedback sessions
- prioritize workcenter training
- counsel subordinates concerning personal matters
- determine or establish work assignments or priorities

Personnel in this cluster exhibit senior-level characteristics: members perform 107 tasks on average (second most only to the Unit Training Manager Job), average 10 years and 11 months TICF (second most only to the Task Analysis Job), are primarily in the paygrades of E-7 and E-8, and 98 percent hold the 7-skill level or above. Ninety percent of all members of this group are from the Active Duty component. Ninety-five percent of all members of this cluster supervise others.

Within this cluster there are two jobs. There are Personnel Supervisors who are largely E-7s and E-8s. The majority of members hold the 7-skill level. They perform an average of 121 tasks. As the name implies, Personnel Supervisors perform tasks that relate to the supervision of entry-level personnel, such as assigning personnel to work stations and supervising military personnel. The second job within this group is composed of MAJCOM/Group superintendents. These members are found at higher functional levels than Personnel Supervisors. The majority of members are located at MAJCOM headquarters. Their primary responsibility is the management of policies and directives of Air Force programs. Members are frequently found reviewing drafts of directives, interpreting policies, and drafting supplements or changes to directives, such as policy directives, instructions, or manuals. These members perform an average of 67 tasks. They are mostly in the paygrades of E-7 and E-8, and hold 7- and 9-skill levels.

IV. MAINTENANCE TRAINER JOB (ST301, N=26). As described in AFMAN 36-2108 *Specialty Summary*, a critical responsibility of AFSC 3S2X1 personnel is to conduct E&T tasks for maintenance, operations and support training. The 26 members (accounting for 1 percent of the survey population) of this job perform maintenance training in order to support Air Force mission requirements. These members are identified by their specialization in Duty B, *Maintenance Training Activities*. Personnel in this job spend 38 percent of their time performing tasks in Duty B, 19 times more than any other job group (see Table 4). These personnel are found in scheduling and maintenance training work areas as they maintain course class schedules and coordinate training detachment or maintenance training flight course training requirements. Representative tasks performed by members of this job include:

- consolidate training detachment (TD) or maintenance training flight (MTF) maintenance course training requests
- publish maintenance course class schedules
- distribute maintenance course class schedules
- schedule training events
- coordinate TD or MTF maintenance course quotas with other maintenance training offices
- identify training no-shows

The members of this job perform an average of 23 tasks (indicating their specialization in this work), the second lowest of any job group. These members are primarily in the paygrades of E-4 and E-5, and most members hold a 5-skill level. These personnel average 4 years and 1 month TICF, and only 27 percent of all members are currently supervising others.

V. INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CLUSTER (ST091, N=85). These 85 members (4 percent of the survey sample) of the ISD Cluster develop instructional materials and evaluate/validate their classroom effectiveness. This job group is identified by its emphasis on Duty C, *Instructional Systems Development (ISD) Activities*, where members spend 63 percent of their duty time. Members analyze, evaluate, and validate effectiveness of instructional designs. Representative tasks performed by members of this group include:

- analyze objectives to determine instructional designs
- evaluate effectiveness of instructional designs
- analyze objectives to determine instructional media
- evaluate effectiveness of instructional media
- analyze objectives to determine instructional methods
- evaluate effectiveness of instructional methods
- develop plans of instruction (POIs)

Members exhibit vast experience as they average 8 years and 5 months TICF and 96 tasks performed (see Table 3). They are predominately found holding paygrades of E-5 through E-7, and most hold a 7-skill level. Thirty-five percent of all members supervise others. Ninety-eight percent of members in this job are from the Active Duty component.

Within this cluster there are two different jobs. There are Curriculum Designers, who analyze, validate, and evaluate instructional systems designs. These Curriculum Designers are mostly in the paygrades of E-5 through E-7 and hold the 7-skill level. They perform 105 tasks on average. There are also Course Instructors. These members are found in training support squadrons at numerous base locations. They are found providing instruction in numerous courses, such as the AFSC 3S2X1 3- and 7-skill level courses, the ISD Course, the Basic Instructors Course, the Principles of Instruction Course, the Computer Based Instruction Course, the Speaking and Briefing Course, and the Objectives and Tests Course. These members perform 68 tasks on average. They hold paygrades of E-4 through E-7, and 5- and 7-skill levels.

VI. EDUCATIONAL SERVICES CLUSTER (ST069, N=136). These 136 members (7 percent of the survey sample) provide educational services support to Air Force and civilian personnel. They are identified by their emphasis on Duty E, *Educational Services Activities*. Members spend 72 percent of their time performing tasks within Duty E, over 14 times more than

any other job group (see Table 3). These members are frequently found advising individuals on educational matters, assisting individuals on educational goals, and maintaining information on testing programs. Representative tasks performed by these members include:

- advise individuals on Community College of the Air Force (CCAF) programs
- interpret CCAF progress reports
- advise individuals on Defense Activity for Nontraditional Education Support (DANTES) programs
- advise individuals on off-duty education programs
- maintain information on testing programs, such as College-Level Examination Program (CLEP) or DANTES
- interpret transcripts

These 136 members (34 percent of whom are Air Reserve Forces members) average 50 tasks performed. Personnel in this job group are mostly from the paygrades of E-4 through E-7. The majority of members hold a 7-skill level. Currently, only 37 percent of all members supervise others.

Within this cluster, there are three distinct jobs. There are Educational Services Superintendents. Similar to the MAJCOM/Group Superintendents identified in the Manager Cluster, these members find themselves directing programs and policies. These members are found at MAJCOM headquarters and are senior in rank. Incumbents are in the paygrades of E-6 through E-8 and hold the 7- and 9-skill levels. They perform 47 tasks on average. There are also CCAF Managers. This handful of personnel focuses its attention on CCAF program responsibilities, such as advising personnel on CCAF programs and interpreting CCAF progress reports. These members perform few other tasks than those related to the CCAF, therefore identifying them as an individual job within the cluster. They perform 16 tasks on average, further illustrating the limited nature of their job. Group members are E-6s and E-7s and all hold the 7-skill level. There are also Educational Services Specialists. These personnel are found assisting persons with various educational programs, evaluating transcripts, and assisting individuals in preparation of education forms. They perform 52 tasks on average. They are primarily in the paygrades of E-5 through E-7, and the majority hold the 5- and 7-skill level.

VII. SUPPLY JOB (ST110, N=6). The Supply specialty contains 6 members (less than 1 percent of the survey sample) whose primary duty is performing general supply and equipment activities (52 percent of their time spent). This is 17 times more than any other identified job group. Representative tasks performed by these members include:

- identify and report equipment or supply problems
- coordinate supply-related matters with appropriate agencies
- evaluate serviceability of equipment, tools, parts, or supplies

- store equipment, tools, parts, or supplies
- inventory equipment, tools, parts, or supplies
- pick up or deliver equipment, tools, parts, or supplies
- initiate documentation to turn in excess or surplus property

The members of the Supply Job are primarily E-5s and E-6s and most members hold the 7-skill level. All members of this job are from the Active Duty component. On average, members perform 32 tasks during their duty time. These members have an average TICF of 6 years and 7 months. No member of the Supply Job supervises others.

VIII. TASK ANALYSIS JOB (ST162, N=5). All 5 members of the Task Analysis Job (accounting for less than 1 percent of the survey sample) are found at AFOMS, Randolph AFB TX, performing a unique Air Force Mission. These five members are identified by their specialization in task analysis, a function of work not identified by any other job group. These members are found developing task statements, developing training aids, and documenting job data on worksheets, such as task description worksheets. Ninety-two percent of their time is spent on Duties C and D (see Table 4). Representative tasks performed by these members include:

- conduct task analyses
- develop task breakdowns
- interview subject-matter experts (SMEs) to establish training or system requirements
- analyze occupational survey reports (OSRs) to determine training requirements
- analyze task analysis (TA) reports to support training development

These 5 members average 11 years and 1 month TICF, the highest of any job group. The members are in the paygrades of E-6 and E-7, and all hold the 7-skill level. These 5 members only perform 13 tasks on average (the lowest of any job group), further illustrating the specialized nature of their work. All five personnel are on Active Duty. Two of the five members currently supervise others.

Comparison to Previous Study

The work performed by members of the 1998 Educational Services Cluster was compared to that performed by identified jobs in the 1990 Education survey and the 1992 Training Systems survey. The jobs and functions of these members have remained stable compared to the last survey (see Table 5). Job structure has changed only slightly as five core jobs identified in the current survey are consistent with core jobs identified in the previous surveys. Two unique jobs,

Supply and Task Analysis, were not identified in any previous survey. Furthermore, the USAF EST and Technical Training Instructor Jobs were identified in previous surveys, but were not identified in the current survey.

CAREER LADDER STRUCTURE

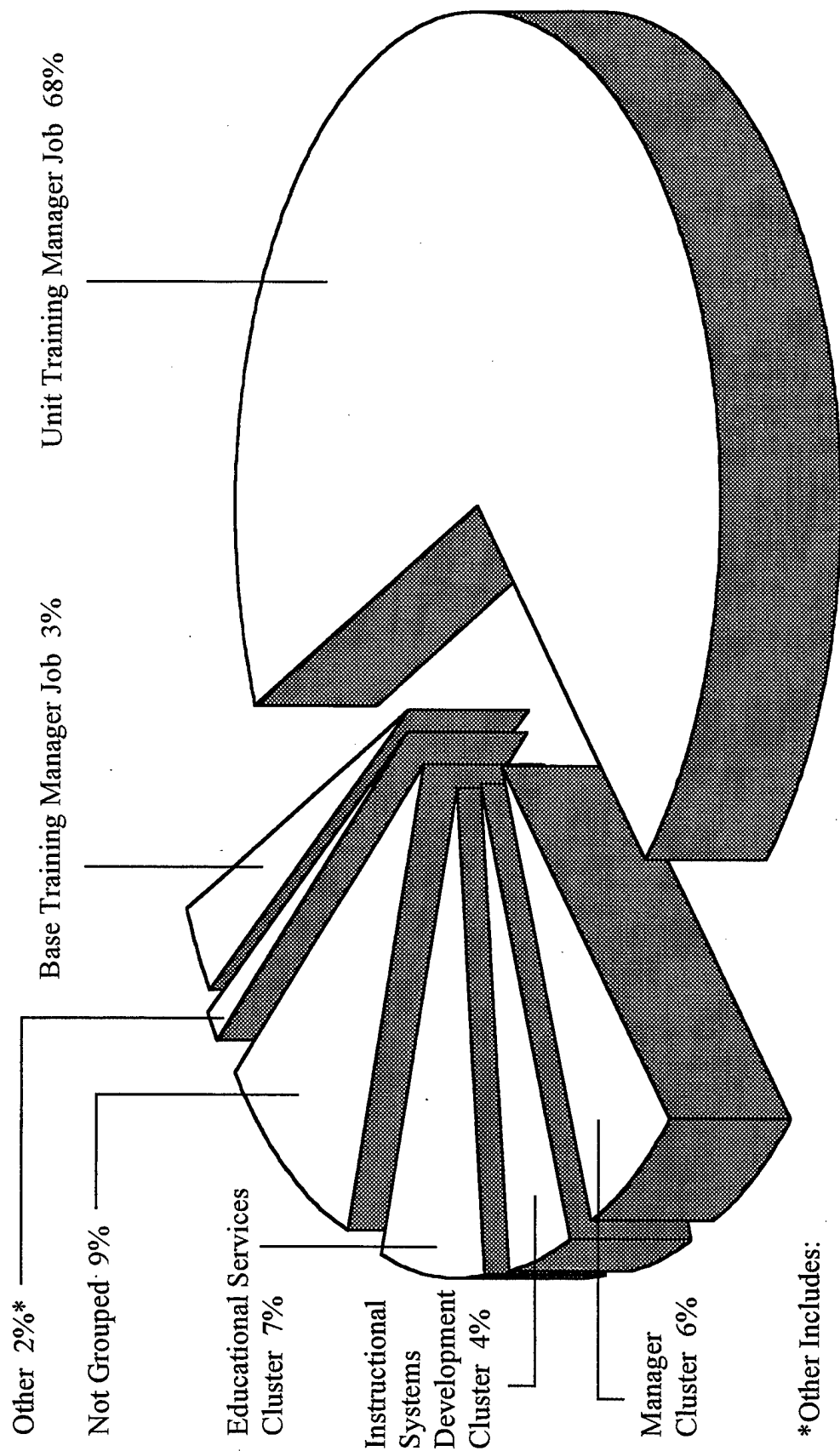


FIGURE 1

TABLE 5

COMPARISON OF CURRENT JOBS TO 1990 AND 1992 SURVEY JOBS

<u>1998 JOBS</u>	<u>1990 AND 1992 JOBS</u>
Base Training Manager Job	Base Training Managers
Unit Training Manager Job	Unit Training Managers
Manager Cluster	Supervisors
Maintenance Trainer Job	Scheduler, Maintenance Training (MAT)
Instructional Systems Development Job	Instructional Systems Development
Supply Job	No similar job identified
Task Analysis Job	No similar job identified
Educational Services Cluster	USAF EST Advisor
	Technical Training Instructor
	Junior Education Assistance and Enrollment Technician
	Senior Education Assistance and Enrollment Specialist
	Education Records Administrator
	Education Center NCOIC

ANALYSIS OF CAREER LADDER PROGRESSION

An analysis of DAFSC groups, along with a study of the career ladder structure, is an integral aspect in analyzing each occupational survey. DAFSC analysis helps to identify both similarities and differences in task and duty performance at the skill levels. All this information may then be used to evaluate how well AFMAN 36-2108 *Specialty Descriptions* and the Specialty Training Standard (STS) reflect what is being accomplished in the career ladder.

The comparison of DAFSCs has been divided into an Active Duty, National Guard, and Reserve sample. The Active Duty group contains members holding 3-, 5-, 7-, and 9/00-skill levels (personnel holding a skill level of either 9 or 00 were placed into one group because of the similarity of work performed). The National Guard and Reserve samples contain members holding 5-, 7-, and 9-skill levels.

Active Duty

DAFSC 3S231. Representing 5 percent of the survey sample, these 100 members perform 65 tasks on average, the lowest of any DAFSC group. The majority of DAFSC 3S231 members (63 percent) are found in the Unit Training Manager Job, with a handful of others found in other jobs (see Table 6). These members perform technical tasks as they dedicate 55 percent of their time to unit and general training activities (see Table 7). Common tasks performed by these members include processing CDC enrollments, examination requests, extension requests, and enrollment data changes (see Table 8). These 100 personnel average 1 year and 5 months TICF.

DAFSC 3S251. There are 547 members who make up the Active Duty DAFSC 3S251 group, accounting for 29 percent of the survey sample. Seventy-six percent of all members are found in the Unit Training Manager Job (see Table 6). Similar to the Active Duty DAFSC 3S231 group, these members are technical in nature as they process CDC enrollments, extension requests, and examination requests (see Table 9). The 5-skill level members perform more tasks on average (90 as compared to 65) than do 3-skill level members. Evidence of this is reflected in Table 10, which lists tasks that differentiate between Active Duty 3- and 5-skill level members. This table shows that there are no tasks performed with more frequency by 3-skill level members than 5-skill level members. These personnel average 4 years TICF.

DAFSC 3S271. The Active Duty DAFSC 3S271 group consists of 553 members. It is the largest DAFSC group in the sample, and also represents 29 percent of the survey sample. Eleven percent of 7-skill level members are found in the Manager Cluster (see Table 6). Though the majority of members are found performing technical work in the Unit Training Manager Job (see Table 11), members begin to see a transition into supervisory positions. Progression is further

illustrated by Table 12. It can be seen that there is an increase in managerial tasks performed by 7-skill level members. Members of this group average 103 tasks performed, and 8 years and 11 months TICF.

DAFSC 3S291/00. There are 59 members who make up the Active Duty DAFSC 3S291/00 group. The majority of members are found in the Manager Cluster (see Table 6). These members are supervisory in nature as they interpret policies, write recommendations for awards or decorations, develop or establish work methods or procedures, and supervise military personnel (see Table 13). Table 14 lists tasks that differentiate 7- from 9/00-skill level members. It can be seen that few 9/00-skill level members are performing technical tasks, while many are performing supervisory tasks. Members of the 9/00-skill level group perform 105 tasks on average and 20 years and 11 months TICF.

TABLE 6
DISTRIBUTION OF ACTIVE DUTY GROUP MEMBERS ACROSS
CAREER LADDER JOB GROUPS*
(PERCENT IN JOB)

	DAFSC 3S231 (N=100)	DAFSC 3S251 (N=547)	DAFSC 3S271 (N=553)	DAFSC 3S291/00 (N=59)
I Base Training Manager Job	9	4	3	2
II Unit Training Manager Job	63	76	55	8
III Manager Cluster	0	less than 1%	11	71
IV Maintenance Trainer Job	7	3	1	0
V Instructional Systems Development Cluster	3	4	10	7
VI Educational Services Cluster	7	7	8	5
VII Supply Job	0	less than 1%	1	0
VIII Task Analysis Job	0	0	1	0
IX Not Grouped	11	3	10	7

* Columns may not add to 100 percent due to rounding

TABLE 7

AVERAGE TIME SPENT ON DUTIES BY ACTIVE DUTY DAFSC GROUPS*
(PERCENT TIME SPENT)

	DAFSC 3S231 (N=100)	DAFSC 3S251 (N=547)	DAFSC 3S271 (N=553)	DAFSC 3S291/00 (N=59)
A Base Training Manager Activities	16	13	11	9
B Maintenance Training Activities	4	3	2	2
C Instructional Systems Development (ISD) Activities	7	7	12	10
D Unit and General Training Program Activities	55	59	46	24
E Education Services Activities	9	8	8	4
F Management and Supervisory Activities	6	7	16	44
G General Administrative Activities	2	3	3	5
H General Supply and Equipment Activities	1	1	2	1

* Columns may not add to 100 percent due to rounding

TABLE 8

REPRESENTATIVE TASKS PERFORMED BY ACTIVE DUTY
DAFSC 3S231 PERSONNEL

<u>TASK</u>	PERCENT MEMBERS PERFORMING (N=100)
D232 Process CDC enrollments	66
D234 Process CDC examination requests	65
D235 Process CDC extension requests	65
D231 Process CDC enrollment data changes	65
D209 Identify training no-shows	63
D220 Issue CDC materials to supervisors or trainees	63
D171 Conduct training meetings	63
A5 Assist in resolving problems associated with on-the-job training (OJT)	61
D252 Schedule training meetings	61
D241 Report status of training	60
D249 Schedule personnel for training	60
A7 Brief installation or unit commanders on status of OJT or airmen qualifications	60
D248 Schedule CDC examinations	58
D170 Conduct training briefings	58
D206 Identify overdue training items	56
D211 Input education or training data into automated systems	56
D164 Compile training statistics or data	55
D250 Schedule training events	48
A6 Assist units in establishing OJT programs	47
D242 Review automated training products	47
A1 Administer career development course (CDC) examinations	37

TABLE 9

REPRESENTATIVE TASKS PERFORMED BY ACTIVE DUTY
DAFSC 3S251 PERSONNEL

TASK		PERCENT MEMBERS PERFORMING (N=547)
D232	Process CDC enrollments	77
D235	Process CDC extension requests	76
D234	Process CDC examination requests	75
D171	Conduct training meetings	75
D252	Schedule training meetings	74
D258	Write training memorandums for record (MFRs)	73
D231	Process CDC enrollment data changes	73
D220	Issue CDC materials to supervisors or trainees	71
D160	Assign training status codes (TSCs)	71
D249	Schedule personnel for training	70
D170	Conduct training briefings	70
D248	Schedule CDC examinations	69
D241	Report status of training	66
D164	Compile training statistics or data	66
D206	Identify overdue training items	65
A5	Assist in resolving problems associated with on-the-job training (OJT)	65
D209	Identify training no-shows	64
D242	Review automated training products	64
D211	Input education or training data into automated systems	63
D153	Advise personnel on progress of trainees	63
D250	Schedule training events	62

TABLE 10

TASKS WHICH BEST DIFFERENTIATE BETWEEN ACTIVE DUTY
DAFSC 3S231 AND DAFSC 3S251 PERSONNEL
(PERCENT MEMBERS PERFORMING)

<u>TASK</u>	<u>DAFSC 3S231 (N=100)</u>	<u>DAFSC 3S251 (N=547)</u>	<u>DIFFERENCE</u>
D188 Develop or assist in development of workcenter master task listings (MTLs)	34	60	-26
D192 Distribute SAV reports	34	59	-25
D189 Develop or assist in development of workcenter training plans	32	57	-25
D159 Assess quality of workcenter training methods and techniques	32	56	-24
D178 Determine training capabilities or capacities	21	45	-24
D156 Annotate training rosters	36	60	-24
D257 Write staff reports, such as talking papers, point papers, or staff summary sheets	28	51	-23
D152 Advise personnel on programs	42	65	-23
D229 Prepare SAV reports	42	65	-23
D182 Develop procedures for OJT programs	30	52	-22
D247 Review training statistics	43	65	-22
F382 Schedule staff assistance visits, inspections, or audits	24	46	-22
D161 Assist commanders in selecting task evaluators or certifiers and trainers	39	61	-22
D173 Coordinate formal school training quotas or allocations	34	56	-22
D245 Review personnel action requests	17	39	-22
D190 Distribute education and training materials or publications	42	64	-22
D238 Process personnel action requests	24	45	-21

TABLE 11

REPRESENTATIVE TASKS PERFORMED BY ACTIVE DUTY
DAFSC 3S271 PERSONNEL

<u>TASK</u>	<u>PERCENT MEMBERS PERFORMING (N=553)</u>
D258 Write training memorandums for record (MFRs)	73
D171 Conduct training meetings	65
G415 Write minutes of briefings, conferences, or meetings	64
A5 Assist in resolving problems associated with on-the-job training (OJT)	62
D247 Review training statistics	62
D164 Compile training statistics or data	61
D158 Assess findings of staff assistance visits (SAVs)	61
D152 Advise personnel on programs	60
D232 Process CDC enrollments	60
D170 Conduct training briefings	60
D241 Report status of training	59
D242 Review automated training products	58
D257 Write staff reports, such as talking papers, point papers, or staff summary sheets	58
D234 Process CDC examination requests	57
D249 Schedule personnel for training	56
D248 Schedule CDC examinations	56
D211 Input education or training data into automated systems	55
D155 Analyze training data for trends	55
D204 Identify individuals for training, such as upgrade, qualification, or formal school	55
A6 Assist units in establishing OJT programs	50
F385 Supervise military personnel	43

TABLE 12

TASKS WHICH BEST DIFFERENTIATE BETWEEN ACTIVE DUTY
DAFSC 3S251 AND DAFSC 3S271 PERSONNEL
(PERCENT MEMBERS PERFORMING)

TASK	DAFSC 3S251 (N=547)	DAFSC 3S271 (N=553)	DIFFERENCE
D235 Process CDC extension requests	77	58	19
D220 Issue CDC materials to supervisors or trainees	72	53	19
D234 Process CDC examination requests	76	58	18
D232 Process CDC enrollments	78	60	18
D230 Process CDC cancellations	73	56	17
D250 Schedule training events	63	46	17
D206 Identify overdue training items	65	49	16
D231 Process CDC enrollment data changes	74	58	16
D233 Process CDC examination failures	71	57	14
F385 Supervise military personnel	15	43	-28
F389 Write recommendations for awards or decorations	15	43	-28
F388 Write performance reports or supervisory appraisals	13	41	-28
F332 Determine or establish work assignments or priorities	17	43	-26
F326 Conduct supervisory performance feedback sessions	12	38	-26
F383 Schedule work assignments or priorities	14	38	-24
F368 Interpret policies, directives, or procedures for subordinates	14	38	-24
F328 Counsel subordinates concerning personal matters	17	41	-24
F379 Prioritize workcenter training	21	44	-23
F367 Inspect personnel for compliance with military standards	13	35	-23
F319 Assign personnel to work areas or duty positions	5	27	-22
F337 Develop or establish work methods or procedures	19	41	-22

TABLE 13

REPRESENTATIVE TASKS PERFORMED BY ACTIVE DUTY
DAFSC 3S291/00 PERSONNEL

<u>TASK</u>		PERCENT MEMBERS PERFORMING (N=59)
F368	Interpret policies, directives, or procedures for subordinates	83
F389	Write recommendations for awards or decorations	83
F341	Draft agenda for meetings, such as staff meetings, training meetings, briefings, conferences, workshops, or boards	83
F337	Develop or establish work methods or procedures	83
F385	Supervise military personnel	81
F380	Review drafts of directives, such as policy directives, instructions, or manuals	81
F332	Determine or establish work assignments or priorities	81
F371	Perform self-assessments or self-inspections	81
F388	Write performance reports or supervisory appraisals	79
F372	Plan briefings, conferences, or workshops	79
F339	Direct administrative functions	76
F383	Schedule work assignments or priorities	76
F362	Evaluate work schedules	76
F340	Direct training functions	74
A5	Assist in resolving problems associated with on-the-job training (OJT)	74
F336	Develop self-inspection or self-assessment program checklists	72
F379	Prioritize workcenter training	72
G415	Write minutes of briefings, conferences, or meetings	71
D257	Write staff reports, such as talking papers, point papers, or staff summary sheets	67
F360	Evaluate personnel for promotion, demotion, reclassification, or special awards	66
F364	Endorse performance reports or supervisory appraisals	64

TABLE 14

TASKS WHICH BEST DIFFERENTIATE BETWEEN ACTIVE DUTY
DAFSC 3S271 AND DAFSC 3S291/00 PERSONNEL
(PERCENT MEMBERS PERFORMING)

<u>TASK</u>	<u>DAFSC 3S271 (N=553)</u>	<u>DAFSC 3S291/00 (N=59)</u>	<u>DIFFERENCE</u>
D232 Process CDC enrollments	60	10	50
D234 Process CDC examination requests	58	8	50
D231 Process CDC enrollment data changes	58	8	50
D233 Process CDC examination failures	57	8	49
D248 Schedule CDC examinations	57	8	49
D230 Process CDC cancellations	56	10	46
D220 Issue CDC materials to supervisors or trainees	53	7	46
D160 Assign training status codes (TSCs)	57	12	45
D235 Process CDC extension requests	58	14	44
F362 Evaluate work schedules	28	76	-48
F342 Draft budget requirements	19	66	-47
F344 Draft supplements or changes to directives, such as policy directives, instructions, or manuals	21	68	-47
F364 Endorse performance reports or supervisory appraisals	18	64	-46
F339 Direct administrative functions	30	76	-46
F352 Evaluate inspection report findings or inspection procedures	22	68	-46
F387 Write job or position descriptions	29	75	-46
F368 Interpret policies, directives, or procedures for subordinates	38	83	-45
F390 Write replies to inspection reports	31	76	-45
F338 Develop or establish work schedules	35	80	-45
F381 Schedule personnel for TDY assignments, leaves, or passes	31	75	-44
F351 Evaluate budget requirements	17	59	-42

National Guard

DAFSC 3S251. The 16 members of the National Guard DAFSC 3S251 group represent 1 percent of the survey population. These members average 61 tasks performed. Fifty percent of group members are found in the Unit Training Manager Job (see Table 15). Work performed by National Guard 5-skill level members is technical, as personnel spend 56 percent of their duty time performing unit and general training activities (see Table 16), such as issuing CDC materials to supervisors or trainees, processing CDC enrollments, and advising personnel on progress of trainees (see Table 17).

DAFSC 3S271. There are 326 members in the National Guard DAFSC 3S271 group, accounting for 17 percent of the survey population. They perform 99 tasks on average. These members perform technical tasks indicative of work performed by Unit Training Managers. They perform such tasks as issuing CDC materials, processing CDC enrollments, processing CDC extension requests, and conducting training meetings (see Table 18). Table 19 lists tasks which best differentiate National Guard 5-skill level personnel from 7-skill level personnel. It can be seen that the 7-skill level members are more concentrated in unit and general training activities.

DAFSC 3S291. There are 42 members in the 9-skill level group, representing 2 percent of the survey population. These members perform 159 tasks on average, the most of any DAFSC group. Tasks performed by these group members include assisting in resolving problems associated with OJT, assisting units in establishing OJT programs, and coordinating formal school training quotas or allocations (see Table 20). Most group members are found in the Unit Training Manager Cluster (see Table 15), however, they are performing supervisory tasks unlike the 5- and 7-skill level members. Table 21 lists tasks that best differentiate National Guard 7-skill level members from 9-skill level members. This table shows that few 7-skill level members are performing specific supervisory tasks, while many 9-skill level members are performing those same tasks.

TABLE 15

DISTRIBUTION OF NATIONAL GUARD GROUP MEMBERS ACROSS
CAREER LADDER JOB GROUPS*
(PERCENT IN JOB)

	DAFSC 3S251 (N=16)	DAFSC 3S271 (N=326)	DAFSC 3S291 (N=42)
I Base Training Manager Job	13	2	4
II Unit Training Manager Job	50	78	83
III Manager Cluster	0	less than 1%	2
IV Maintenance Trainer Job	0	0	0
V Instructional Systems Development Cluster	0	less than 1%	0
VI Educational Services Cluster	6	8	4
VII Supply Job	0	0	0
VIII Task Analysis Job	0	0	0
IX Not Grouped	31	11	7

* Columns may not add to 100 percent due to rounding

TABLE 16

AVERAGE TIME SPENT ON DUTIES BY NATIONAL GUARD DAFSC GROUPS*
(PERCENT TIME SPENT)

	DAFSC 3S251 (N=16)	DAFSC 3S271 (N=326)	DAFSC 3S291 (N=42)
A Base Training Manager Activities	15	12	17
B Maintenance Training Activities	2	1	1
C Instructional Systems Development (ISD) Activities	5	5	4
D Unit and General Training Program Activities	56	55	46
E Education Services Activities	13	13	12
F Management and Supervisory Activities	4	9	15
G General Administrative Activities	4	4	3
H General Supply and Equipment Activities	1	1	2

* Columns may not add to 100 percent due to rounding

TABLE 17

REPRESENTATIVE TASKS PERFORMED BY NATIONAL GUARD
DAFSC 3S251 PERSONNEL

TASK		PERCENT MEMBERS PERFORMING (N=16)
D220	Issue CDC materials to supervisors or trainees	93
D232	Process CDC enrollments	93
D153	Advise personnel on progress of trainees	87
D234	Process CDC examination requests	87
D235	Process CDC extension requests	81
D231	Process CDC enrollment data changes	81
D206	Identify overdue training items	75
D208	Identify personnel who fail to meet training standards	68
D152	Advise personnel on programs	68
D190	Distribute education and training materials or publications	62
A23	Forward CDC examination results	62
D211	Input education or training data into automated systems	62
D150	Administer tests, other than CDC examinations	56
A5	Assist in resolving problems associated with on-the-job training (OJT)	56
A18	Determine classification and training status of assigned members	56
D163	Brief personnel on test results	50
D166	Conduct initial trainee orientations	50
D222	Maintain class attendance records	50
A1	Administer career development course (CDC) examinations	43
E274	Assist applicants in enrolling in correspondence courses	43

TABLE 18

REPRESENTATIVE TASKS PERFORMED BY NATIONAL GUARD
DAFSC 3S271 PERSONNEL

<u>TASK</u>	<u>PERCENT MEMBERS PERFORMING (N=326)</u>
D220 Issue CDC materials to supervisors or trainees	78
D232 Process CDC enrollments	76
D235 Process CDC extension requests	76
D171 Conduct training meetings	75
D234 Process CDC examination requests	73
D205 Identify mandatory AFSC requirements	73
A5 Assist in resolving problems associated with on-the-job training (OJT)	73
D252 Schedule training meetings	73
D170 Conduct training briefings	72
D190 Distribute education and training materials or publications	72
D153 Advise personnel on progress of trainees	71
D163 Brief personnel on test results	71
D152 Advise personnel on programs	70
D206 Identify overdue training items	69
D204 Identify individuals for training, such as upgrade, qualification, or formal school	68
D156 Annotate training rosters	66
D249 Schedule personnel for training	65
A7 Brief installation or unit commanders on status of OJT or airmen qualifications	65
D226 Maintain training standard files, such as career field education and training plans (CFETPs), specialty training standards (STSs), or CTSs	65
D166 Conduct initial trainee orientations	64
E265 Advise individuals on Community College of the Air Force (CCAF) programs	51

TABLE 19

TASKS WHICH BEST DIFFERENTIATE BETWEEN NATIONAL GUARD
DAFSC 3S251 AND DAFSC 3S271 PERSONNEL
(PERCENT MEMBERS PERFORMING)

<u>TASK</u>	<u>DAFSC 3S251 (N=16)</u>	<u>DAFSC 3S271 (N=326)</u>	<u>DIFFERENCE</u>
E314	38	16	22
G394	31	12	19
D231	81	63	18
A10	63	45	18
D232	94	76	18
D153	88	71	17
E306	63	48	15
D220	94	79	15
E313	38	23	15
<hr/>			
D161	13	60	-47
D188	13	56	-43
D252	31	73	-42
D182	0	41	-41
A21	6	47	-41
D176	13	52	-39
D160	25	64	-39
D159	13	52	-39
D224	25	64	-39
G415	19	56	-37
D245	6	42	-36
D247	25	60	-35

TABLE 20

REPRESENTATIVE TASKS PERFORMED BY NATIONAL GUARD
DAFSC 3S291 PERSONNEL

TASK		PERCENT MEMBERS PERFORMING (N=42)
A5	Assist in resolving problems associated with on-the-job training (OJT)	95
D238	Process personnel action requests	92
A6	Assist units in establishing OJT programs	92
A10	Contact Extension Course Institute (ECI) concerning CDC enrollment problems	92
A12	Coordinate OJT policy or program changes	92
D252	Schedule training meetings	92
A1	Administer career development course (CDC) examinations	90
A14	Coordinate on personnel action changes affecting OJT	88
D245	Review personnel action requests	88
D237	Process formal training requirements	85
A34	Train unit training managers	85
A9	Consult with MPFs on matters relating to OJT, classification, or reclassification	85
D211	Input education or training data into automated systems	85
D205	Identify mandatory AFSC requirements	85
D171	Conduct training meetings	85
A18	Determine classification and training status of assigned members	85
D232	Process CDC enrollments	85
D173	Coordinate formal school training quotas or allocations	83
D204	Identify individuals for training, such as upgrade, qualification, or formal school	80
D221	Issue training quotas	71
E265	Advise individuals on Community College of the Air Force (CCAF) programs	69

TABLE 21

TASKS WHICH BEST DIFFERENTIATE BETWEEN NATIONAL GUARD
DAFSC 3S271 AND DAFSC 3S291 PERSONNEL
(PERCENT MEMBERS PERFORMING)

<u>TASK</u>		<u>DAFSC 3S271 (N=326)</u>	<u>DAFSC 3S291 (N=42)</u>	<u>DIFFERENCE</u>
D226	Maintain training standard files, such as career field education and training plans (CFETPs), specialty training standards (STSs), or CTSs	65	50	15
D220	Issue CDC materials to supervisors or trainees	79	67	12
A20	Develop base OJT policies	12	81	-69
A3	Appoint test proctors	11	76	-65
A32	Train test proctors	14	76	-62
F388	Write performance reports or supervisory appraisals	6	67	-61
A34	Train unit training managers	29	86	-57
F383	Schedule work assignments or priorities	17	71	-54
A17	Destroy CDC examination materials	25	76	-51
F389	Write recommendations for awards or decorations	16	67	-51
A13	Coordinate on AFSC 3S2X1 retrainee applications	15	64	-49
A11	Coordinate base-wide training publications or supplements	13	62	-49
F385	Supervise military personnel	28	76	-48
A10	Contact Extension Course Institute (ECI) concerning CDC enrollment problems	45	93	-48
A8	Conduct military personnel flight (MPF) in-processing	24	71	-47
D245	Review personnel action requests	42	88	-46

Reserve

DAFSC 3S251. There are 64 members comprising the Reserve DAFSC 3S251 group, accounting for 3 percent of the survey population. These members perform 91 tasks on average. Seventy-two percent of all group members are found in the Unit Training Manager Job, with others found in the Base Training Manager Job and Educational Services Cluster (see Table 22). Group members' time is spent primarily on unit and general training activities and education services activities (see Table 23). Common tasks performed by these members include processing CDC enrollments, extension requests, and examination requests (see Table 24).

DAFSC 3S271. The 187 members of the Reserve 7-skill level group account for 10 percent of the survey population. They perform 128 tasks on average. The vast majority of members are found in the Unit Training Manager Cluster (see Table 22). Common tasks performed by these members include processing CDC enrollments, extension requests, and conducting training meetings (see Table 25). Table 26 lists tasks that best differentiate Reserve 5-skill level members from 7-skill level members. This table indicates that 7-skill level members are performing more supervisory tasks than are the 5-skill level members as they make the transition to supervisory positions.

DAFSC 3S291. There are 8 members in the Reserve 9-skill level group (representing less than 1 percent of the survey sample), the smallest of all DAFSC groups. Six of the eight members are in the Unit Training Manager Job and the other two are found in the Manager Cluster (see Table 22). As a group, these personnel are found supervising military personnel, assessing findings of staff assistance visits (SAVs), and reviewing SAV reports (see Table 27). Table 28 further illustrates 9-skill level members' transition to supervisory roles as it documents tasks that differentiate 7-skill level members from 9-skill level members. This table shows that 9-skill level members are performing supervisory tasks far more than 7-skill level members.

Summary

The jobs performed by the Active Duty 3- and 5-skill level members are almost solely technical. Most members are found in the Unit Training Manager Job, which epitomizes the core job of the career ladder. Active Duty members move from the Unit Training Manager Job to the Manager Cluster as they attain the higher 7- and 9/00-skill levels.

National Guard and Reserve members are more technical in nature than are Active Duty members. The National Guard and Reserve samples are similar to the Active Duty sample as members take on managerial roles as they gain higher skill level rankings. Most of the National Guard and Reserve 5- and 7-skill level members are in the Unit Training Manager Job serving technical roles. Though numerous 9-skill level members are found in the Unit Training Manager Job, they are performing managerial tasks indicative of a first-line supervisor.

TABLE 22
DISTRIBUTION OF RESERVE GROUP MEMBERS ACROSS
CAREER LADDER JOB GROUPS*
(PERCENT IN JOB)

	DAFSC 3S251 (N=64)	DAFSC 3S271 (N=187)	DAFSC 3S291 (N=8)
I Base Training Manager Job	2	less than 1%	0
II Unit Training Manager Job	72	90	75
III Manager Cluster	0	1	25
IV Maintenance Trainer Job	0	0	0
V Instructional Systems Development Cluster	0	0	0
VI Educational Services Cluster	14	3	0
VII Supply Job	0	0	0
VIII Task Analysis Job	0	0	0
IX Not Grouped	12	6	0

* Columns may not add to 100 percent due to rounding

TABLE 23

AVERAGE TIME SPENT ON DUTIES BY RESERVE DAFSC GROUPS*
(PERCENT TIME SPENT)

	DAFSC 3S251 (N=64)	DAFSC 3S271 (N=187)	DAFSC 3S291 (N=8)
A Base Training Manager Activities	13	11	13
B Maintenance Training Activities	1	1	1
C Instructional Systems Development (ISD) Activities	5	5	10
D Unit and General Training Program Activities	48	55	36
E Education Services Activities	25	11	12
F Management and Supervisory Activities	4	12	23
G General Administrative Activities	3	3	3
H General Supply and Equipment Activities	1	1	1

* Columns may not add to 100 percent due to rounding

TABLE 24

REPRESENTATIVE TASKS PERFORMED BY RESERVE
DAFSC 3S251 PERSONNEL

TASK		PERCENT MEMBERS PERFORMING (N=64)
D232	Process CDC enrollments	81
D235	Process CDC extension requests	76
D234	Process CDC examination requests	76
A5	Assist in resolving problems associated with on-the-job training (OJT)	75
D231	Process CDC enrollment data changes	75
D152	Advise personnel on programs	73
D230	Process CDC cancellations	73
D220	Issue CDC materials to supervisors or trainees	70
E265	Advise individuals on Community College of the Air Force (CCAF) programs	68
D248	Schedule CDC examinations	65
D211	Input education or training data into automated systems	62
E262	Advise individuals on Air Force educational goals	60
E267	Advise individuals on ECI courses, other than CDCs	59
E270	Advise individuals on obtaining credit for military experiences or schools	57
A1	Administer career development course (CDC) examinations	53
E271	Advise individuals on off-duty education programs	51
E283	Counsel individuals on GI Bill	50
E279	Brief incoming personnel on educational services	50
E266	Advise individuals on Defense Activity for Nontraditional Education Support (DANTES) programs	48
E289	Interpret CCAF progress reports	45
E268	Advise individuals on financial aid programs	40

TABLE 25

REPRESENTATIVE TASKS PERFORMED BY RESERVE
DAFSC 3S271 PERSONNEL

TASK		PERCENT MEMBERS PERFORMING (N=187)
D232	Process CDC enrollments	89
D235	Process CDC extension requests	89
D171	Conduct training meetings	88
D234	Process CDC examination requests	87
D220	Issue CDC materials to supervisors or trainees	82
D170	Conduct training briefings	82
D158	Assess findings of staff assistance visits (SAVs)	82
D205	Identify mandatory AFSC requirements	82
D153	Advise personnel on progress of trainees	80
D204	Identify individuals for training, such as upgrade, qualification, or formal school	80
D226	Maintain training standard files, such as career field education and training plans (CFETPs), specialty training standards (STSs), or CTSs	79
D206	Identify overdue training items	78
A5	Assist in resolving problems associated with on-the-job training (OJT)	77
D242	Review automated training products	77
D152	Advise personnel on programs	77
D166	Conduct initial trainee orientations	76
D211	Input education or training data into automated systems	74
D156	Annotate training rosters	74
D241	Report status of training	74
D188	Develop or assist in development of workcenter master task listings (MTLs)	73
F324	Conduct staff assistance visits, inspections, or audits	72

TABLE 26

TASKS WHICH BEST DIFFERENTIATE BETWEEN RESERVE
DAFSC 3S251 AND DAFSC 3S271 PERSONNEL
(PERCENT MEMBERS PERFORMING)

<u>TASK</u>	<u>DAFSC 3S251 (N=64)</u>	<u>DAFSC 3S271 (N=187)</u>	<u>DIFFERENCE</u>
E268 Advise individuals on financial aid programs	41	25	16
A8 Conduct military personnel flight (MPF) in-processing	42	28	14
E283 Counsel individuals on GI Bill	50	36	14
E271 Advise individuals on off-duty education programs	52	38	14
A31 Secure CDC examination materials	41	27	14
E265 Advise individuals on Community College of the Air Force (CCAF) programs	69	57	12
E270 Advise individuals on obtaining credit for military experiences or schools	58	47	11
F385 Supervise military personnel	6	44	-38
F389 Write recommendations for awards or decorations	2	36	-34
F390 Write replies to inspection reports	11	44	-33
F340 Direct training functions	20	53	-33
F324 Conduct staff assistance visits, inspections, or audits	39	72	-33
F341 Draft agenda for meetings, such as staff meetings, training meetings, briefings, conferences, workshops, or boards	34	67	-33
D167 Conduct retraining interviews	23	56	-33
D178 Determine training capabilities or capacities	27	58	-31
D164 Compile training statistics or data	38	69	-31

TABLE 27

REPRESENTATIVE TASKS PERFORMED BY RESERVE
DAFSC 3S291 PERSONNEL

TASK		PERCENT MEMBERS PERFORMING (N=8)
A5	Assist in resolving problems associated with on-the-job training (OJT)	100
D158	Assess findings of staff assistance visits (SAVs)	100
D155	Analyze training data for trends	100
D153	Advise personnel on progress of trainees	100
D246	Review SAV reports	100
F385	Supervise military personnel	100
A12	Coordinate OJT policy or program changes	100
D152	Advise personnel on programs	87
D159	Assess quality of workcenter training methods and techniques	87
D247	Review training statistics	87
D229	Prepare SAV reports	87
A6	Assist units in establishing OJT programs	87
F382	Schedule staff assistance visits, inspections, or audits	87
F389	Write recommendations for awards or decorations	87
G415	Write minutes of briefings, conferences, or meetings	87
F324	Conduct staff assistance visits, inspections, or audits	75
F340	Direct training functions	75
D165	Complete pre-visit preparations for SAVs	75
E265	Advise individuals on Community College of the Air Force (CCAF) programs	75
F384	Supervise civilian employees	62
F386	Write inspection reports	62

TABLE 28

TASKS WHICH BEST DIFFERENTIATE BETWEEN RESERVE
DAFSC 3S271 AND DAFSC 3S291 PERSONNEL
(PERCENT MEMBERS PERFORMING)

<u>TASK</u>	<u>DAFSC 3S271 (N=187)</u>	<u>DAFSC 3S291 (N=8)</u>	<u>DIFFERENCE</u>
D232	90	13	77
D231	83	13	70
D173	70	0	70
D224	79	13	66
D235	90	25	65
D234	88	25	63
D223	60	0	60
D237	71	13	58
A11	14	88	-74
A3	15	88	-73
A32	17	88	-71
A20	17	88	-71
A22	44	100	-56
F385	44	100	-56
F389	36	88	-52
F384	13	63	-50

TRAINING ANALYSIS

Occupational survey data can be an integral source of information used to modify training programs. Modification of these training programs can assist first-assignment personnel in many ways (content easier to understand, more relevant, etc.). Factors that are useful in evaluating training can be jobs performed by first-assignment personnel, distribution of first-assignment personnel across the career ladder, percentages of first-assignment personnel performing specific tasks, and TE and TD ratings provided by experienced personnel in the AFSC 3S2X1 career ladder (see **SURVEY METHODOLOGY**). To assist in the examination of the AFSC 3S2X1 STS, operational training personnel from Sheppard AFB TX matched tasks from the AFSC JI to appropriate sections of the STS document. The following information reports on first-assignment personnel who are on Active Duty status.

First-Assignment Personnel

There were 596 personnel in their first-assignment (personnel considered to be in their first-assignment are those who have 1-48 months TICF), 31 percent of the survey population. The majority of these members (69 percent) are grouped in the Unit Training Manager Job (see Figure 2). Representative tasks performed by first-assignment personnel include processing CDC enrollments, processing CDC examination requests, inputting education or training data into automated systems, and assisting in resolving problems associated with OJT (see Table 29). Because first-assignment members are new to the career ladder and still polishing their skills, they perform only a moderate amount of tasks (86) on average.

Training Emphasis (TE) and Task Difficulty (TD) Data

TE and TD ratings, coupled with percentages of first-assignment personnel performing tasks, serve as good tools when determining changes or adjustments in training. When combined with data on the percentages of first-assignment personnel performing tasks, comparisons can be made to determine if training adjustments are necessary. Though TE ratings were not used in this study, SMEs may still make informed training decisions based on TD ratings. TD ratings reflect opinions from numerous AFSC 3S2X1 personnel who perform these tasks on a daily basis. As such, training personnel may examine these ratings to determine difficult tasks and provide more comprehensive training on them. For a more complete description of TE and TD ratings, see the Task Factor Administration section in **SURVEY METHODOLOGY**.

The tasks with the highest TD ratings were largely from Duty C, *Performing Instructional System Development (ISD) Activities*. Examples of these tasks with high TD ratings include developing plans or procedures for evaluating effectiveness of instructional systems, developing multimedia or hypermedia presentations, developing tests, and developing system training plans (STPs). A more thorough listing of tasks with high TD ratings can be found in Table 30.

Specialty Training Standard (STS)

Normally, STS sections and subsections matched to tasks which have high TE and/or TD ratings and are performed by at least 20 percent of personnel in appropriate experience or skill-level groups (such as first-assignment and 5- and 7-skill level groups) are considered to be supported and should be recognized for inclusion in the STS. Likewise, paragraphs having tasks with less than 20 percent members performing across all the criterion groups should be considered for deletion from the STS. Using this standard, most paragraphs of the STS were supported. However, there were a handful of STS elements with attached proficiency codes that went unsupported. Unsupported STS elements were found in multiple STS paragraphs. Table 31 shows example STS elements that have matched inventory tasks with low percent members performing and moderate to low TD ratings. These items are recommended for possible deletion from the STS based on the data.

Training personnel should carefully review all areas of the STS to determine which areas are suitable for deletion. However, SMEs may also wish to examine performance of tasks based on job groups. Examining performance of tasks by job groups revealed that some STS elements, though unsupported when examined by skill-level groups, were performed by large percentages of personnel within a job group.

There were numerous tasks with more than 20 percent members performing not matched to STS elements. Table 32 displays some of these tasks. Because of the higher percentage of members performing, these tasks may require inclusion into the STS. These tasks may already fit into an STS element, but were not referenced, or they may be functions not currently reflected by any STS element. The data indicate a review of the STS is necessary for the possible insertion of these listed tasks in the next STS revision.

FIRST-ASSIGNMENT JOB DISTRIBUTION

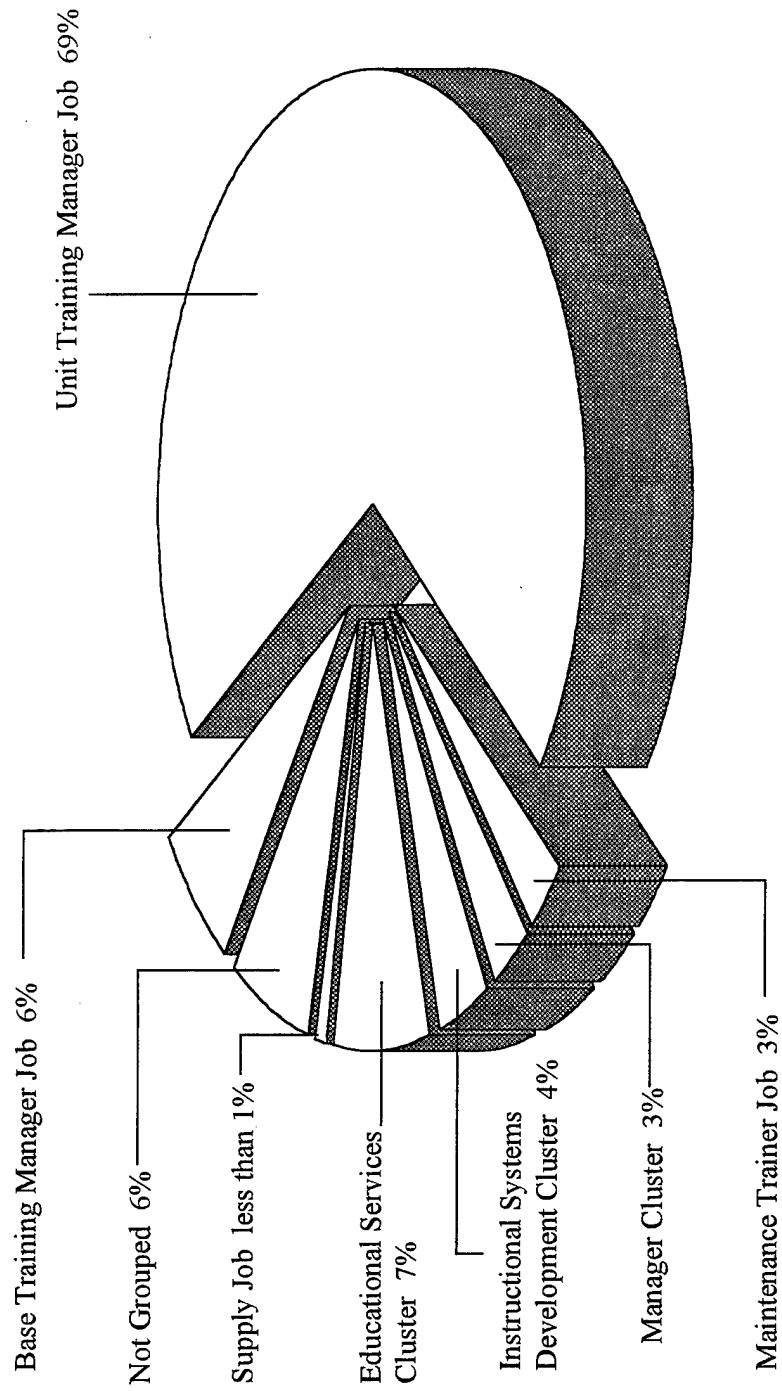


FIGURE 2

TABLE 29

REPRESENTATIVE TASKS PERFORMED BY
FIRST-ASSIGNMENT PERSONNEL*

TASK		PERCENT MEMBERS PERFORMING (N=596)
D232	Process CDC enrollments	73
D171	Conduct training meetings	72
D234	Process CDC examination requests	71
D235	Process CDC extension requests	71
D252	Schedule training meetings	69
D231	Process CDC enrollment data changes	69
D220	Issue CDC materials to supervisors or trainees	68
D258	Write training memorandums for record (MFRs)	68
A5	Assist in resolving problems associated with on-the-job training (OJT)	66
D160	Assign training status codes (TSCs)	66
D249	Schedule personnel for training	65
D248	Schedule CDC examinations	65
D241	Report status of training	63
D206	Identify overdue training items	62
D164	Compile training statistics or data	62
D211	Input education or training data into automated systems	61
D209	Identify training no-shows	60
D242	Review automated training products	59

* First-enlistment is based on TICF data

TABLE 30

TASKS RATED HIGHEST IN TASK DIFFICULTY (TD)

TASK	TASK DIFFICULTY*	PERCENT PERFORMING	
		FIRST JOB** (N=381)	FIRST ASSIGNMENT** (N=596)
C93	Develop plans or procedures for evaluating effectiveness of instructional systems	4	5
C91	Develop multimedia or hypermedia presentations	9	9
C108	Develop tests	10	11
C104	Develop system training plans (STPs)	2	2
C102	Develop survey tests for determining general target population knowledges or skills	4	4
C101	Develop subject-matter interview guides for collecting system or job data	7	6
C92	Develop plans of instruction (POIs)	13	14
C90	Develop lesson plans	21	22
B39	Develop aircraft maintenance officer training programs	1	2
C149	Write course training standards (CTSs)	4	3
C98	Develop student materials, such as study guides, programmed texts, workbooks, or handouts	12	13
C116	Evaluate effectiveness of instructional methods	9	9
C61	Analyze validation data from individual, small group, or operational tryouts	7	7
C99	Develop student measurement procedures	6	7
C94	Develop pretests for determining individual student knowledges or skills	15	15
C133	Perform cost analyses to support instructional systems	3	3

* Task Difficulty (TD) has an average of 5.00 and a standard deviation of 1.00 (high TD ratings are 6.00 and above)

** First-job (1-24 months TICF)/First-assignment (1-48 months TICF) is based on TICF data

TABLE 31

EXAMPLE STS PERFORMANCE ELEMENTS REFLECTING
LOW PERCENT MEMBERS PERFORMING TASKS
(LESS THAN 20 PERCENT MEMBERS PERFORMING)

STS ELEMENTS/TASKS	FIRST JOB* (N=381)	PERCENT MEMBERS PERFORMING				TASK DIFF**
		FIRST ASSIGN* (N=596)	DAFSC 3S231 (N=100)	DAFSC 3S251 (N=547)	DAFSC 3S271 (N=553)	
5.4.5 <i>Secure CDC examinations</i> A31 <i>Secure CDC examination materials</i>	17	17	13	16	20	3.02
5.4.11 <i>Destroy testing material</i> A17 <i>Destroy CDC examination materials</i>	15	15	14	14	19	2.42
6.2.3 <i>Perform TA reimbursement/waiver actions</i> E309 <i>Review education program noncompletions or failures to determine reimbursement due to government</i>	5	6	7	6	6	4.46
6.5.5 <i>Interpreting transcripts</i> E290 <i>Interpret transcripts</i>	8	10	10	9	12	5.13

* First-job (1-24 months TICF)/First-assignment (1-48 months TICF) is based on TICF data

** Task Difficulty (TD) has an average of 5.00 and a standard deviation of 1.00 (high TD ratings are 6.00 and above)

TABLE 32

EXAMPLE TASKS WITH MORE THAN 20 PERCENT MEMBERS PERFORMING
NOT MATCHED TO STS ELEMENTS

TASKS NOT REFERENCED	PERCENT MEMBERS PERFORMING					TASK DIFF**
	FIRST JOB* (N=381)	FIRST ASSIGN* (N=596)	DAFSC 1T131 (N=100)	DAFSC 1T151 (N=547)	DAFSC 1T171 (N=553)	
A5 Assist in resolving problems associated with on-the- job training (OJT)	66	67	61	65	63	6.37
A21 Develop materials to support OJT	41	43	30	46	48	6.18
A28 Process AFSC withdrawal packages	23	26	20	24	31	6.30
D154 Analyze test results	33	36	27	40	40	5.37
D187 Develop training status indicator displays, such as boards, charts, or graphs	26	29	22	31	35	5.25
D194 Evaluate course outlines or lesson plans	20	21	7	26	33	5.99
D195 Evaluate effectiveness of upgrade or qualification training programs	36	39	20	47	49	5.72
D201 Identify causes of high test failure rates, other than on CDC examinations	33	33	29	34	33	5.53
D215 Instruct course materials by guided discussion methods	30	32	26	37	40	5.53

* First-job (1-24 months TICF)/First-assignment (1-48 months TICF) is based on TICF data

** Task Difficulty (TD) has an average of 5.00 and a standard deviation of 1.00 (high TD ratings are 6.00 and above)

JOB SATISFACTION ANALYSIS

A critical tool in examining any career ladder's success is personal job satisfaction. Data from job satisfaction studies can be used by career ladder managers to gain a better understanding of what factors affect job performance. This OSR examined five job satisfaction variables: job interest, utilization of talents, utilization of training, sense of accomplishment, and reenlistment intentions.

Table 33 displays job satisfaction indicators for AFSC 3S2X1 TICF groups and a comparative sample group consisting of similar lateral AFSC personnel interviewed in 1996. Data indicate personnel in the AFSC 3S2X1 career ladder are content with their current job. Comparing the current survey to similar command support AFSCs, it can be seen that job satisfaction indicators are consistent with those of the comparative sample.

Table 34 compares job satisfaction among the jobs and clusters. The data are useful in examining the career ladder for any deficiencies in training or job placement. By locating these deficiencies, if any, career ladder experts can make necessary adjustments to training or job placement. In this survey, members indicated relatively high job satisfaction, particularly in perceived utilization of talents. Perceived utilization of training for the members of the Supply Job was low. Reenlistment intentions, as a whole, were high (for those not opting for retirement).

Table 35 compares job satisfaction among the Active Duty, National Guard, and Reserve samples. These component groups indicated high job satisfaction in all response categories. Again, reenlistment intentions were high for those not retiring at the end of their current enlistment. These data indicate members from all component groups perceive they are generally well trained and are satisfied with their current duties. In general, National Guard and Reserve component job satisfaction ratings were higher than Active Duty ratings.

TABLE 33

COMPARISON OF JOB SATISFACTION INDICATORS FOR AFSC 3S2X1 AND
COMPARATIVE SAMPLE GROUP*
(PERCENT MEMBERS RESPONDING)

	1-48 MONTHS T1CF		49-96 MONTHS T1CF		97+ MONTHS T1CF	
	1997 (N=596)	COMP SAMPLE (N=204)	1997 (N=179)	COMP SAMPLE (N=225)	1997 (N=449)	COMP SAMPLE (N=266)
<u>EXPRESSED JOB INTEREST:</u>						
INTERESTING	78	86	78	80	76	73
SO-SO	14	6	13	15	14	18
DULL	8	8	9	5	10	9
<u>PERCEIVED UTILIZATION OF TALENTS:</u>						
FAIRLY WELL TO PERFECTLY	85	83	85	81	84	83
LITTLE OR NOT AT ALL	15	17	15	19	16	17
<u>PERCEIVED UTILIZATION OF TRAINING:</u>						
FAIRLY WELL TO PERFECTLY	83	85	85	79	83	77
LITTLE OR NOT AT ALL	17	15	15	21	17	23
<u>SENSE OF ACCOMPLISHMENT:</u>						
SATISFIED	74	77	75	72	71	65
NEUTRAL	8	5	7	11	10	11
DISSATISFIED	18	18	17	17	19	24
<u>REENLISTMENT INTENTIONS:</u>						
YES, OR PROBABLY YES	69	71	73	79	53	62
NO, OR PROBABLY NO	21	21	12	16	7	9
PLAN TO RETIRE	10	8	15	5	40	27

* Comparative sample consists of similar lateral command support AFSCs (e.g., Readiness and Personnel Systems Management)

TABLE 34

COMPARISON OF JOB SATISFACTION DATA FOR CLUSTERS AND JOB TYPES
(PERCENT MEMBERS RESPONDING)

	BASE TRAINING MANAGER JOB (N=62)	UNIT TRAINING MANAGER JOB (N=1,302)	MANAGER CLUSTER (N=111)	MAINTENANCE TRAINER JOB (N=26)
<u>EXPRESSED JOB INTEREST:</u>				
INTERESTING	81	82	82	62
SO-SO	10	11	13	31
DULL	10	6	5	8
<u>PERCEIVED UTILIZATION OF TALENTS:</u>				
FAIRLY WELL TO PERFECTLY	82	89	93	92
LITTLE OR NOT AT ALL	18	11	7	8
<u>PERCEIVED UTILIZATION OF TRAINING:</u>				
FAIRLY WELL TO PERFECTLY	90	90	90	77
LITTLE OR NOT AT ALL	10	10	10	23
<u>SENSE OF ACCOMPLISHMENT:</u>				
SATISFIED	76	76	74	69
NEUTRAL	8	8	11	12
DISSATISFIED	16	16	15	19
<u>REENLISTMENT INTENTIONS:</u>				
YES, OR PROBABLY YES	73	70	54	69
NO, OR PROBABLY NO	13	11	7	19
PLAN TO RETIRE	15	18	39	12

TABLE 34 (CONTINUED)

COMPARISON OF JOB SATISFACTION DATA FOR CLUSTERS AND JOB TYPES
(PERCENT MEMBERS RESPONDING)

	INSTRUCTIONAL SYSTEMS DEVELOPMENT CLUSTER (N=85)	EDUCATIONAL SERVICES CLUSTER (N=136)	SUPPLY JOB (N=6)	TASK ANALYSIS JOB (N=5)
<u>EXPRESSED JOB INTEREST:</u>				
INTERESTING	87	78	67	60
SO-SO	6	12	0	20
DULL	7	10	33	20
<u>PERCEIVED UTILIZATION OF TALENTS:</u>				
FAIRLY WELL TO PERFECTLY	86	81	67	80
LITTLE OR NOT AT ALL	14	19	33	20
<u>PERCEIVED UTILIZATION OF TRAINING:</u>				
FAIRLY WELL TO PERFECTLY	73	73	33	80
LITTLE OR NOT AT ALL	27	27	67	20
<u>SENSE OF ACCOMPLISHMENT:</u>				
SATISFIED	80	76	67	80
NEUTRAL	5	9	0	0
DISSATISFIED	15	15	33	20
<u>REENLISTMENT INTENTIONS:</u>				
YES, OR PROBABLY YES	62	63	50	60
NO, OR PROBABLY NO	7	15	0	0
PLAN TO RETIRE	31	23	50	40

TABLE 35

COMPARISON OF JOB SATISFACTION DATA FOR AFSC 3S2X1
ACTIVE DUTY, NATIONAL GUARD, AND RESERVE GROUPS
(PERCENT MEMBERS RESPONDING)

	ACTIVE DUTY (N=1,259)	NATIONAL GUARD (N=384)	RESERVE (N=259)
<u>EXPRESSED JOB INTEREST:</u>			
INTERESTING	77	89	87
SO-SO	14	8	8
DULL	9	3	5
<u>PERCEIVED UTILIZATION OF TALENTS:</u>			
FAIRLY WELL TO PERFECTLY	85	93	89
LITTLE OR NOT AT ALL	15	7	11
<u>PERCEIVED UTILIZATION OF TRAINING:</u>			
FAIRLY WELL TO PERFECTLY	84	93	92
LITTLE OR NOT AT ALL	16	7	8
<u>SENSE OF ACCOMPLISHMENT:</u>			
SATISFIED	73	80	77
NEUTRAL	8	9	6
DISSATISFIED	18	10	17
<u>REENLISTMENT INTENTIONS:</u>			
YES, OR PROBABLY YES	63	79	79
NO, OR PROBABLY NO	15	4	7
PLAN TO RETIRE	22	16	14

IMPLICATIONS

In terms of tasks performed and relative time spent on duties, the E&T structure appears to have changed very little since the previous studies conducted in 1990 and 1992 (see Table 5) as core jobs remain similar. DAFSC 3S231 members are performing technical tasks in their duty time as they are almost solely in the Unit Training Manager Job. As members advance to the 5-skill level they are still almost solely technical workers. These personnel are still found mostly in the Unit Training Manager Job. Members advancing to the 7-skill level begin to take on supervisory roles. Though members are still primarily found in the Unit Training Manager Job, they are performing the work of a first-line supervisor. The 9-/00-skill level personnel are managerial in nature and spend their time performing supervisory activities.

Analysis of the AFSC 3S2X1 STS reflected support for most elements with matched tasks, although there were some identified as unsupported. Those tasks with high percent members performing not matched to STS elements had only moderate attached TD ratings, further illustrating a well-supported STS document. The STS document should be thoroughly examined to determine if elements should be retained, deleted, or revised in the next Career Field Education and Training Plan (CFETP). Some training elements may be critical to retain due to certain safety of mission essential functions, though performance indicators are low. The tasks with high percentages of members performing should be examined for inclusion into the CFETP document.

The personnel of the AFSC 3S2X1 career ladder expressed relatively high job satisfaction. Reenlistment intentions were high throughout most job and component groups. This indicates members feel they are well trained and their skills are properly applied to their jobs.

APPENDIX A

**SELECTED REPRESENTATIVE TASKS PERFORMED BY
MEMBERS OF CAREER LADDER JOBS**

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TABLE A1

REPRESENTATIVE TASKS PERFORMED BY
BASE TRAINING MANAGER JOB

TASKS		PERCENT MEMBERS PERFORMING
A10	Contact Extension Course Institute (ECI) concerning CDC enrollment problems	96
A23	Forward CDC examination results	96
A1	Administer career development course (CDC) examinations	95
A17	Destroy CDC examination materials	88
A24	Forward CDC examinations to gaining test officials	88
A31	Secure CDC examination materials	85
A26	Maintain test control or receipt logs	82
A5	Assist in resolving problems associated with on-the-job training (OJT)	80
D232	Process CDC enrollments	72
A34	Train unit training managers	72
A6	Assist units in establishing OJT programs	72
A18	Determine classification and training status of assigned members	67
D234	Process CDC examination requests	64
D248	Schedule CDC examinations	61

TABLE A2

REPRESENTATIVE TASKS PERFORMED BY
UNIT TRAINING MANAGER JOB

TASKS	PERCENT MEMBERS PERFORMING
D232 Process CDC enrollments	94
D235 Process CDC extension requests	94
D171 Conduct training meetings	93
D234 Process CDC examination requests	92
D230 Process CDC cancellations	89
D252 Schedule training meetings	89
D231 Process CDC enrollment data changes	89
D220 Issue CDC materials to supervisors or trainees	89
D170 Conduct training briefings	88
D205 Identify mandatory AFSC requirements	86
D160 Assign training status codes (TSCs)	86
D233 Process CDC examination failures	86
D204 Identify individuals for training, such as upgrade, qualification, or formal school	84
D163 Brief personnel on test results	83
D226 Maintain training standard files, such as career field education and training plans (CFETPs), specialty training standards (STSs), or CTSs	83
D249 Schedule personnel for training	83
D248 Schedule CDC examinations	82
D258 Write training memorandums for record (MFRs)	82
D224 Maintain listings of task evaluators or certifiers and trainers	82
D158 Assess findings of staff assistance visits (SAVs)	82
D153 Advise personnel on progress of trainees	81
D190 Distribute education and training materials or publications	81
D206 Identify overdue training items	81
D208 Identify personnel who fail to meet training standards	81
D241 Report status of training	80
A5 Assist in resolving problems associated with on-the-job training (OJT)	80
D236 Process CDC waivers	80
D247 Review training statistics	80
D229 Prepare SAV reports	79

TABLE A3

REPRESENTATIVE TASKS PERFORMED BY
MANAGER CLUSTER

TASKS	PERCENT MEMBERS PERFORMING
F389 Write recommendations for awards or decorations	97
F385 Supervise military personnel	95
F388 Write performance reports or supervisory appraisals	93
F326 Conduct supervisory performance feedback sessions	90
F379 Prioritize workcenter training	89
F328 Counsel subordinates concerning personal matters	89
F332 Determine or establish work assignments or priorities	88
F383 Schedule work assignments or priorities	87
F341 Draft agenda for meetings, such as staff meetings, training meetings, briefings, conferences, workshops, or boards	87
F368 Interpret policies, directives, or procedures for subordinates	86
F371 Perform self-assessments or self-inspections	85
F340 Direct training functions	83
F337 Develop or establish work methods or procedures	82
F362 Evaluate work schedules	82
F381 Schedule personnel for TDY assignments, leaves, or passes	82
F380 Review drafts of directives, such as policy directives, instructions, or manuals	81
F338 Develop or establish work schedules	81
F354 Evaluate job or position descriptions	80
F387 Write job or position descriptions	80
F363 Evaluate workload requirements	79
F319 Assign personnel to work areas or duty positions	78
G415 Write minutes of briefings, conferences, or meetings	78
F372 Plan briefings, conferences, or workshops	78
F367 Inspect personnel for compliance with military standards	77
F325 Conduct supervisory orientations for newly assigned personnel	77
F360 Evaluate personnel for promotion, demotion, reclassification, or special awards	76
F355 Evaluate job-related suggestions	75
F339 Direct administrative functions	74
A5 Assist in resolving problems associated with on-the-job training (OJT)	73

TABLE A4

REPRESENTATIVE TASKS PERFORMED BY
MAINTENANCE TRAINER JOB

TASKS		PERCENT MEMBERS PERFORMING
B35	Consolidate training detachment (TD) or maintenance training flight (MTF) maintenance course training requests	96
B47	Publish maintenance course class schedules	92
B41	Distribute maintenance course class rosters to TDs or MTF instructors	92
D250	Schedule training events	88
B37	Coordinate TD or MTF maintenance course quotas with other maintenance training offices	88
D209	Identify training no-shows	84
B38	Coordinate TD or MTF maintenance course training requirements	84
D241	Report status of training	76
D252	Schedule training meetings	76
D251	Schedule training facilities	73
D222	Maintain class attendance records	65

TABLE A5

REPRESENTATIVE TASKS PERFORMED BY
INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD) CLUSTER

TASKS	PERCENT MEMBERS PERFORMING
C53 Analyze objectives to determine instructional designs	92
C114 Evaluate effectiveness of instructional designs	91
C54 Analyze objectives to determine instructional media	91
C115 Evaluate effectiveness of instructional media	90
C55 Analyze objectives to determine instructional methods	90
C116 Evaluate effectiveness of instructional methods	89
C92 Develop plans of instruction (POIs)	81
C146 Validate effectiveness of instructional media	81
C145 Validate effectiveness of instructional designs	80
C147 Validate effectiveness of instructional methods	78
C90 Develop lesson plans	77
C108 Develop tests	77
C77 Determine objectives of instructional designs	76
C117 Evaluate effectiveness of student measurement or testing programs	76
C79 Determine objectives of instructional methods	76
C110 Edit instructional materials	75
C78 Determine objectives of instructional media	75
C58 Analyze results of internal evaluations	75
C61 Analyze validation data from individual, small group, or operational tryouts	72
C75 Determine levels of learning	72
C118 Evaluate effectiveness of support equipment	71
C59 Analyze student measurement data	71
C113 Evaluate effectiveness of course control documents	70

TABLE A6

REPRESENTATIVE TASKS PERFORMED BY
EDUCATIONAL SERVICES CLUSTER

TASKS	PERCENT MEMBERS PERFORMING
E265 Advise individuals on Community College of the Air Force (CCAF) programs	94
E289 Interpret CCAF progress reports	91
E266 Advise individuals on Defense Activity for Nontraditional Education Support (DANTES) programs	89
E271 Advise individuals on off-duty education programs	86
E295 Maintain information on testing programs, such as College-Level Examination Program (CLEP) or DANTES	86
E290 Interpret transcripts	85
E262 Advise individuals on Air Force educational goals	83
E278 Assist individuals in preparation of education forms	80
E270 Advise individuals on obtaining credit for military experiences or schools	80
E275 Assist applicants in enrolling in off-duty classes	78
E274 Assist applicants in enrolling in correspondence courses	76
E311 Schedule counseling appointments	75
E283 Counsel individuals on GI Bill	75
E267 Advise individuals on ECI courses, other than CDCs	75
E279 Brief incoming personnel on educational services	74
E268 Advise individuals on financial aid programs	74

TABLE A7
REPRESENTATIVE TASKS PERFORMED BY
SUPPLY JOB

TASKS	PERCENT MEMBERS PERFORMING
H420 Identify and report equipment or supply problems	100
H417 Coordinate supply-related matters with appropriate agencies	100
H419 Evaluate serviceability of equipment, tools, parts, or supplies	100
H430 Store equipment, tools, parts, or supplies	100
H424 Inventory equipment, tools, parts, or supplies	100
H429 Pick up or deliver equipment, tools, parts, or supplies	83
H421 Initiate documentation to turn in excess or surplus property	83
H416 Coordinate maintenance of equipment with appropriate agencies	83

TABLE A8
REPRESENTATIVE TASKS PERFORMED BY
TASK ANALYSIS JOB

TASKS	PERCENT MEMBERS PERFORMING
D168 Conduct task analyses	100
D184 Develop task breakdowns	100
C130 Interview subject-matter experts (SMEs) to establish training or system requirements	80
C56 Analyze occupational survey reports (OSRs) to determine training requirements	80
C60 Analyze task analysis (TA) reports to support training development	60